



# **A Guide to Using the PACT Sample Items**

## **Grades 6, 7, and 8**



**M52050500008001**



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# INTRODUCTION

*A Guide to Using the PACT Sample Items—Grades 6, 7, and 8* is provided as a resource for teachers and test administrators who will be working with students taking grades 6, 7, or 8 PACT tests. The sample items are intended to be used prior to PACT testing. The Sample Item Guide reviews the test administration procedures for each PACT test – information that you may want to discuss with students before PACT testing begins.

The sample items **do not** have to be administered in a “formal test setting.” You may prefer to use the sample items in an interactive, instructional setting. For example, you may choose to work through and/or each sample item with the students as a class.

After you have finished using the sample item materials with students, collect the materials and return them to the School Test Coordinator prior to the beginning of the regular PACT administration.

## DESCRIPTION OF THE SAMPLE ITEM MATERIALS

There is one sample item booklet for grades 6, 7, and 8 containing the following pages:

- a cover with the student name field;
- the English language arts (ELA) “Time to Write” directions, followed by a reading passage and two sample items (one multiple-choice and one constructed-response);
- two mathematics sample items (one multiple-choice and one constructed-response);
- two science sample items (one multiple-choice and one constructed-response);
- three social studies sample items (one multiple-choice and two constructed-response).

## PURPOSE AND USE OF THE SAMPLE ITEMS

The overall purpose of the sample items is two-fold:

1. **to familiarize students with the general types of item formats that they will encounter on the PACT tests.**

The PACT ELA, mathematics, science, and social studies tests include two general item types: multiple-choice and constructed-response. The sample items for each content area include at least one example of both item types. In addition, the grades 6, 7, and 8 PACT ELA tests include one extended writing item (“Time to Write”). The ELA sample items include the “Time to Write” directions, but they do not include a sample topic or prompt for extended writing.

2. **to familiarize students with how they should mark or write their responses to the PACT items.**

For each multiple-choice sample item, students darken a bubble for the answer. For the constructed-response items, students write their answers on one or more lines. For the sample constructed-response mathematics item, students must also show their work in a designated space.

## CAUTIONS REGARDING THE USE OF THE SAMPLE ITEMS

In using the sample items with your students, it is important to keep in mind the cautions listed below.

- The sample items are intended to provide examples of the general types of item formats that may appear on the PACT tests. They are not intended to represent the range of content or difficulty level on the PACT tests.
- Accordingly, the sample items should not be viewed as a “mini-test.” The sample items cannot be used to diagnose student weaknesses or to predict student performance on the PACT tests.

## TEST ADMINISTRATION PROCEDURES

### General Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 6, 7, and 8 PACT tests*. You may want to discuss these procedures with students before or after using the sample items.

- The PACT tests are not timed. Students should try to answer all of the test questions.
- Students will mark or write their answers directly in the test booklet. If they want to change an answer, they should make sure they do a good job of erasing the first answer they marked or wrote.
- Students should work quietly. They should not talk or answer any test questions out loud.
- The PACT tests are secure documents. The test administrator may answer questions about the test directions, but may not discuss the content of specific test questions before, during, or after the tests.
- The use of cover sheets is optional. If you plan to have students use cover sheets, you may discuss their use.

## Coding of Student Names

If students will be coding their names on the front covers of their test booklets, you may have them practice doing so on the front cover of the sample item booklet, using the directions that follow. Read aloud what is printed in the shaded “SAY” boxes.

**SAY:**

**Look at the front cover. Find the section labeled “STUDENT’S LAST NAME.”**

PAUSE. Hold up a sample item booklet and point to the appropriate place.

**SAY:**

**Print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.**

PAUSE while students write. Provide help as needed.

**SAY:**

**In the section labeled “STUDENT’S FIRST NAME,” print each letter of your first name. Do not print a nickname or shortened first name.**

**In the box under “MI,” print the first letter of your middle name.**

PAUSE while students write. Provide help as needed.

**SAY:**

**Now go back to the box where you wrote the first letter of your last name. Darken the appropriate bubble under each letter of your last name. Then darken the bubbles for the letters in your first name and for your middle initial.**

PAUSE and provide help as needed.

## ELA Test Administration Procedures

Listed on the following page are procedures *that apply to regular administrations of the grades 6, 7, and 8 PACT ELA tests*. You may want to discuss these procedures with students before or after using the ELA sample items.

The ELA test is administered over two days. On Day 1, students are given pencils, test booklets, lined scratch paper for rough drafts, and paper to use as a cover sheet (optional).

## Day 1

- Students **can** use a dictionary and a thesaurus on Day 1 of the ELA test.
- The test administrator reads the “Directions for Completion of Test Booklet Covers” in the *PACT Test Administration Manual*.
- On Day 1, the test administrator tells the students to turn to page 2 and darken the bubbles indicating the time they begin Day 1 of the ELA test.
- The test administrator reads aloud the “Time to Write” directions. After students’ questions are answered, students work on their own to complete Day 1 of the ELA PACT test.
- The students must write their “Time to Write” responses on the lined pages provided in the test booklet. They cannot add any pages to their test booklets.
- Students may use lined scratch paper for a graphic organizer or a rough draft of their “Time to Write” responses, but their final draft must be written in the test booklet.
- The “Time to Write” topic is followed by several reading passages and sets of questions. Students work independently on these passages and questions.
- Students will see a stop sign at the end of the Day 1 test. The students may go back to check their Day 1 work but they may not turn past the stop sign in the test booklet.
- When they have finished checking their Day 1 work, students then turn to page 2 and darken the bubbles indicating the time they finished the Day 1 test.

## Day 2

- Students **cannot** use a dictionary or thesaurus on Day 2 of the ELA test.
- Students are told that they will be taking Day 2 of the English language arts test. The test administrator reads the directions for taking the test and asks students if they have any questions.
- The test administrator tells the students to find the box labeled “Day 2 Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- After questions are answered, the test administrator tells the students to open their test booklet to Day 2 and begin taking the test. Students complete the Day 2 test on their own.
- Students will see a stop sign at the end of the Day 2 test. The students may go back to check their Day 2 answers but they may not go back to check their Day 1 work.
- When the students have completed Day 2 of the test, they turn back to page 2 and darken the appropriate bubbles that show the time they finished the Day 2 test.

## Administration of ELA Sample Items

For regular administrations of grades 6, 7, and 8 PACT ELA tests, you must use the directions as written in the appropriate administration manual. The following directions - similar to the regular PACT administration directions - may be used to administer the ELA Sample Items for grades 6, 7, and 8. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

**SAY:**

**Open your booklet.**

You should read the “Time to Write” directions aloud and review them thoroughly with the student. The ELA Sample Items do **not** include a “Time to Write” topic. The “Time to Write” directions, however, are printed as they will appear in the PACT ELA test booklets.

Students must write their “Time to Write” responses on the three lined writing pages in the test booklet. They **cannot** add any pages to their test booklets.

The students may use lined scratch paper for a graphic organizer or a rough draft of their “Time to Write” responses. The final drafts must be written on the lined pages in the test booklets. **Graphic organizers, rough drafts, and additional pages will not be scored.**

**SAY:**

**Now go to page 3.**

(PAUSE)

**SAY:**

**Read the article. Then answer questions 1 and 2 on page 4.**

**For question 1, you will fill in the bubble next to your answer.  
For question 2, you will write your answer on the lines in the test booklet.**

PAUSE to allow students to read the article and answer the questions.

When students have completed these items, review the questions and the answers. If needed, you may refer to the Answer Guide on page 13 for the answers to the ELA questions.

Make sure that students marked their answers appropriately. For question 1, the students should darken the bubble for the answer. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution students that they should not make extra marks or write too closely to the answer bubbles.

For question 2, the students should write their answers on the lines. Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after some questions on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students could receive up to 3 points. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 13.



## Mathematics Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 6, 7, and 8 PACT mathematics tests*. You may want to discuss these procedures with students before or after using the mathematics sample items.

- The test administrator will read directions before students begin working on the test.
- There is space in the test booklet for students to do any scratch work.
- The students will receive a cardboard ruler and cardboard protractor to use during the test.

They will also receive a reference sheet which provides formulas that may be useful for answering certain test questions.

- Students are not allowed to use a calculator for any part of the test.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- Students work independently to complete the math test.
- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

## Administration of Mathematics Sample Items

For regular administrations of the grades 6, 7, and 8 PACT Mathematics test, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the Mathematics Sample Items for grades 6, 7, and 8. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

**SAY:**

**Go to page 5 in your booklet.**

(PAUSE)

**SAY:**

**Read and answer problems 1 and 2.**

**For problem 1, you will fill in the bubble next to your answer.  
For problem 2, you will show your work and write your answer  
on the line in the test booklet.**

PAUSE to allow students to complete problems 1 and 2.

When students have completed these items, review each question and answer. If needed, you may refer to the Answer Guide on page 13 for the correct responses to the math questions.

Make sure that students marked their answers appropriately. For problem 1, the student should darken the bubble for the answer. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

Remind the students that there is space on the page for them to work the problem.

For problem 2, make sure that the students showed their work in the space provided and wrote their answers on the line labeled “Answer.” Emphasize the importance of both showing the work and writing the answer in the right place on the page.

Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after some questions on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students would receive 2 points if they showed their work correctly and wrote the correct answer on the line. Even if a student writes the correct answer, he or she must show the correct work in order to receive all of the points. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 13.

## Science Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 6, 7, and 8 PACT science tests*. You may want to discuss these procedures with students before or after using the science sample items.

- The test administrator will read directions before students begin working on the test.
- There is space in the test booklet for students to write notes or do any scratch work.
- For some constructed-response items, students will write their answers on lines. For other items, students may be required to construct a table or graph, or draw and label a diagram or model.
- If needed, the students will receive a periodic table of the elements that they may refer to during the test.
- Students are not allowed to use a calculator or reference materials such as a dictionary or encyclopedia.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- Students work independently to complete the science test.
- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

## Administration of Science Sample Items

For regular administrations of the grades 6, 7, and 8 PACT Science tests, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the Science Sample Items for grades 6, 7, and 8. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

**SAY:**

**Turn to page 6 in your booklet.**

(PAUSE)

**SAY:**

**Read and answer questions 1 and 2.**

**Question 1 is found on page 6 in your booklet. For question 1, you will fill in the bubble next to your answer.**

**Question 2 is found on page 7 in your booklet. For question 2, you will write your answers on the lines provided for both parts of the item.**

PAUSE to allow students to read and answer the questions.

When students have completed these items, review each question and answer. If needed, you may refer to the Answer Guide on page 14 for the answers to the science questions.

Make sure that the students marked their answers appropriately. For question 1, the students should darken the bubble for the answer. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

For question 2, point out the number in brackets at the end of the question. Explain that numbers in brackets appear after the constructed-response items on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students could receive a total of 4 points for accurately describing how the height from which you release a ball affects the height of its bounce. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 14. Note that a student must address all parts of the task appropriately to receive the top score.

## Social Studies Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 6, 7, and 8 PACT social studies tests*. You may want to discuss these procedures with students before or after using the social studies sample items.

- The test administrator will read directions before students begin working on the test.
- There is space in the test booklet for students to write notes or do any scratch work.
- Students are not allowed to use a calculator or reference materials such as a dictionary or encyclopedia.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- Students work independently to complete the social studies test.
- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

## Administration of Social Studies Sample Items

For regular administrations of the grades 6, 7, and 8 PACT Social Studies tests, you must use the directions as written in the appropriate administration manual. The following directions - similar to the regular PACT administration directions - may be used to administer the Social Studies Sample Items for grades 6, 7, and 8. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

### Grade 6

**SAY:**

Turn to page 8 in your booklet.

(PAUSE)

**SAY:**

Read and answer question 1.

For question 1, you will fill in the bubble next to your answer.

### Grade 7

**SAY:**

Turn to page 9 in your booklet.

(PAUSE)

**SAY:**

Read and answer question 1.

For question 1, you will write your answer on the lines provided for both parts of the item.

## Grade 8

**SAY:**

**Turn to page 10 in your booklet.**

(PAUSE)

**SAY:**

**Read and answer question 1.**

**For question 1, you will write your answer on the lines provided for both parts of the item.**

PAUSE to allow students to read and answer the question.

When students have completed their responses, review the question and answer. If needed, you may refer to the Answer Guide on pages 15 and 16 for possible correct responses to each of the social studies questions.

Make sure that students marked their answers appropriately. For multiple-choice items, the students should darken the bubble for the answer. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

For constructed-response items, make sure that the students wrote their answers on the lines provided for both parts of each item.

Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after constructed-response items on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For questions like these on the PACT test, students could receive up to 3 points each for a complete, correct response. The rubrics that will be used to score each constructed-response item are given in the Answer Guide on pages 15 and 16.

# ANSWER GUIDE

## ELA Sample Item Answers

1. to caution teenagers about job-related problems
2. “Risky Business” refers to the many potential risks in the workplace. Two examples are grease fires and toxic cleaners.

### Scoring Rubric

- 3 points = The response gives a logical explanation of the title and 2 examples from the article.
- 2 points = The response gives a logical explanation and 1 example;  
OR the response gives 2 examples, but no explanation.
- 1 point = The response gives a logical explanation but no examples;  
OR the response gives 1 example, but no explanation.
- 0 points = The response is incorrect, illogical, unclear, or blank.

## Mathematics Sample Item Answers

1. \$577.10
2. 3208 or  $y = 3208$  (with correct work shown)

### Scoring Rubric

- 2 points = The student writes the correct answer and shows correct method to arrive at solution.
- 1 point = The student writes correct answer, but does not show correct method;  
OR the student shows correct method, but has a computational error.
- 0 points = The student writes an incorrect answer and shows incorrect or no method, OR the student does not attempt the problem.



## Science Sample Item Answers

1. Dough will rise higher when the water is warmer.

### 2. Scoring Rubric

- 4 points = The student's response demonstrates the highest level of skill development elicited by the question by identifying the independent and dependent variables **AND** completely describing the procedure that needs to be followed. This response completely and accurately addresses all requirements of the question; there are no errors, misconceptions, or omissions.
- 3 points = The student's response demonstrates a general level of development of relevant skills by identifying the independent and dependent variables **AND** generally describing the procedure that needs to be followed, with only one or two errors or omissions. This response accurately addresses most requirements of the question; however, there are minor errors, misconceptions, or omissions.
- 2 points = The student's response demonstrates a partial level of development of relevant skills by identifying the independent and dependent variables **OR** by generally describing the procedure that needs to be followed. This response accurately addresses some requirements of the question; however, there are major errors, misconceptions, or omissions.
- 1 point = The student's response demonstrates limited development of the skills addressed by the question by identifying one of the variables **OR** by vaguely describing the procedure that needs to be followed. This response includes minimal accurate information relevant to the requirements of the question; there are major errors, misconceptions, or omissions.
- 0 points = The student's response is totally incorrect or irrelevant.

## Social Studies Sample Item Answers

### Grade 6

1. Increased trade led to the growth of cities and towns.

### Grade 7

#### 1. Scoring Rubric

- 3 points = Response reflects a good understanding of the concept being measured. Student gives an accurate and complete response for all three answers required by the question (a full and accurate description of the difference between an immigrant and a refugee) and a complete description of two reasons a refugee would come to the United States.
- 2 points = Response reflects a basic understanding of the concept being measured. Student gives a response for two of the three answers required by the question.
- 1 point = Response reflects a limited understanding of the concept being measured. Student gives a response for one of the three answers required by the question.
- 0 points = Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.

Possible Correct Responses:

Part a: Refugees have fled their country because of invasion, oppression, or persecution while immigrants have left their home countries for other reasons.

Part b: Possible reasons:

- People fleeing war
- People fleeing repressive governments
- Persecuted minorities
- People seeking freedom

### Grade 8

#### 1. Scoring Rubric

- 3 points = Provides two *challenges* with explanation and one *right* with explanation
- 2 points = Provides two of the three
- 1 point = Provides one of the three
- 0 points = Incorrect

Possible Correct Responses:

Part a:

- The biggest challenge was finding work. Most had only agricultural skills and the plantation owners had no money to pay wages. Sharecropping was the usual solution.
- There were no educational opportunities. Most were illiterate.
- Laws were being passed to restrict travel, land ownership, employment.
- Food was scarce: money was scarcer.
- Running their own lives: relying on themselves
- Finding a new place to live
- Racism/Discrimination
- Finding lost family

Part b:

- Right to vote
- Freedom of speech
- Freedom of the press
- Freedom of assembly
- Right to petition
- Right to bear arms
- Freedom from unreasonable searches and seizures
- Right to a grand jury
- Right to a speedy and public trial
- Freedom from being a witness against yourself
- Right to due process of law
- Right to legal counsel
- Right to jury trial
- Freedom from excessive bail
- Freedom from cruel and unusual punishments
- Right to own land
- Right to an education
- Freedom to marry

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